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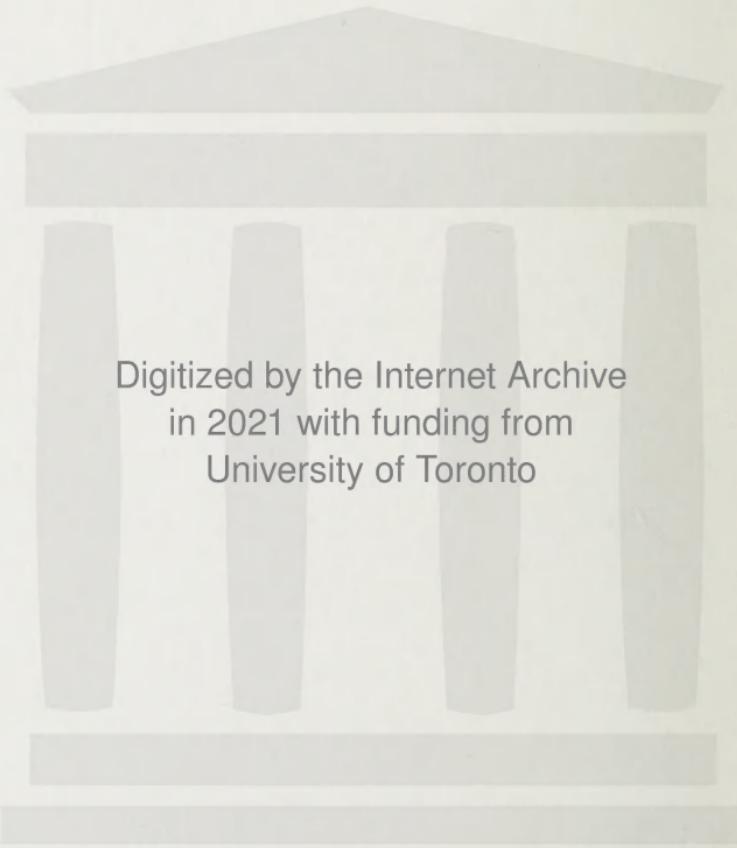
INTERMEDIATE AND SENIOR DIVISIONS

LATIN AND GREEK

GRADES 9, 10, 11, 12 and 13

CURRICULUM I and S.11

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LATIN AND GREEK

INTERMEDIATE AND SENIOR DIVISIONS

GRADES 9, 10, 11, 12 and 13

These courses, reprinted with no change in content, replace those formerly contained in Curriculum S.11, printed in 1955 and Curriculum S.22, printed in 1957.

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COURSES OF STUDY
IN GRADES 9, 10, 11, 12 & 13

LATIN

A.

A Perspective for the Teacher of Latin

The teacher should strive to make his pupils aware of the contribution made by the Romans and their language to our modern life and thought. To this end he should not think of the study of the language as merely a formal, and perhaps somewhat barren, exercise of the mind. Instead he should bear in mind that the Latin classics, along with the Greek, are for western culture the fountain-head which we can ill afford to neglect.

The following observations should be carefully noted.

1. A true objective of the teacher of Latin should be to lead his pupils to appreciate the quality of Latin prose and poetry and eventually to read them with some fluency. Training in the art of translation is, of course, of great value as an exercise in judgment, and the actual process of translation is useful in itself, especially in the early stages. However, in the later stages Latin literature should be treated as literature and not merely as a grammatical exercise.
2. A study of Latin grammar is useful in clarifying the grammar of the pupil's own language. This is not true because of the resemblance of the grammars of Latin and English but, rather, because of their differences. A comparison of their structures aids in the understanding of both.
3. A contact with Latin literature and classical mythology provides that richer background without which the pupil cannot thoroughly understand English literature.
4. For a readier and fuller comprehension of the meanings of a large percentage of the words used in everyday English a knowledge of Latin vocabulary is invaluable.

B.

The Teacher's Approach to the Course in Latin General Suggestions

These suggestions are intended to apply to the Latin course as a whole. The emphasis to be laid on various phases of the study in different grades will be discussed under the heading for these grades in Section C.

Teaching of Word Forms

In the first two years the aim should be to train the pupil so thoroughly that he will have no difficulty in producing quickly and accurately the form required for each inflected word. Repetition in routine order is necessary but it must be accompanied by oral practice in making changes in number, gender, and case, or in person, tense, mood, and voice. Pupils do not learn these forms simply by encountering them in exercises and in prescribed authors. Interest must be aroused and maintained. The stimulus of competition will be useful in securing interest. Careful review is necessary at all stages of the course as many failures are caused by a lack of knowledge of forms.

Vocabulary

In all years memorization of vocabulary is the most essential phase in the learning of Latin. The teaching of vocabulary is a field in which the teacher should display his initiative by constantly employing new devices and aids. He should always conduct a written test on the vocabulary of each text-book lesson. This test may come either at the beginning of the text-book lesson (to enable the pupils more easily to do the exercises based on the lesson), or at the end of the lesson (to help the pupils to implant firmly in their minds the new Latin words incidentally encountered in the exercises). The judicious teacher will try both methods in his classes.

Exercises

Latin to English sentences should, as a general procedure, be used for oral work in class and should not be assigned as homework. English to Latin sentences are best assigned

as homework after preliminary discussion in class. Probable difficulties should be pointed out; the pupils may be given a few minutes at the close of the period to begin the assignment.

The following is a suggested method for the correction of the homework.

1. The English version of the assigned sentences is written on the blackboard.
2. Note-books and text-books are closed.
3. Sentence 1 is worked out orally as a class effort. There may be several repetitions of the correct version.
4. An individual pupil writes the translation of sentence 1 on the blackboard while the rest of the class is proceeding with the oral translation of sentence 2.
5. When all the sentences have been translated on the blackboard, the class as a whole corrects them rapidly. Here is an opportunity for further repetition and drill.
6. Note-books are opened and each pupil corrects his own homework. Individual difficulties should be cleared up at this point.

Note: The above is suggested as *one* good method; many variations will be observed.

Authors

Teachers should endeavor to have the pupils read the prescribed authors at sight in the classroom in order to increase their ability to read and to comprehend. In handling difficult passages the teacher must use his own discretion as to the amount of assistance which he himself ought to give. The sound of the Latin should be stressed as often as time permits. It is inconceivable that the literary value of a Latin passage can be comprehended without proper attention to the *sound* of the Latin words when arranged in their correct thought-groupings.

All reading aloud should be undertaken initially by the teacher. Reading aloud by the pupils should normally follow the translation. Latin, especially Latin poetry, must

be heard before its literary quality can be properly appreciated. If a passage of poetry is not read with reasonable assurance and accuracy, scansion becomes pointless and largely a waste of time. Metrical reading of poetry should first be done by the teacher and then imitated by the pupil. Constant attention, even in the earlier grades, to the quantity of vowels is an aid to good reading.

Reading for content alone cannot be considered as an end in itself since the content of Latin literature is largely available in English translations. Actually it is the translation process that is an end in itself, because an inflected language offers abundant opportunities for the exercise of judgment in determining relationships of words and shades of meaning.

The reading of Latin Authors should be considered as a study in literary appreciation and not a mere analysis of forms or an exercise in grammatical explanation. Grammatical questions should rarely be asked in the study of poetry. There is a place for such questions only when their answers will contribute to a more accurate understanding and appreciation of the poetry.

The following is a suggested procedure for translating a passage of Latin authors in class.

1. The teacher reads the whole new selection in Latin, paying particular attention to correct word-groupings and punctuation.
2. Simple comprehension questions are asked on content.
3. The teacher returns to the first sentence and clears up vocabulary difficulties by class effort.
4. The teacher explains untaught grammar as it occurs in the progress of the lesson.
5. Each sentence is read in Latin and translated by sense groups.
6. The translation is continued, sentence by sentence.
7. The whole selection is translated as a unit.
8. The entire selection is read at least once in Latin by the pupils.

Word Study

The study of English words derived from Latin should proceed according to a *regular* system. The alert teacher will develop a progressive course in this respect. Study of derivatives should add to the pupils' vocabulary and not merely confirm what they already know. The constant use of a dictionary should be stressed. The addition of 150 Latin-based words yearly to the pupils' English vocabulary is a reasonable aim. This is a line of endeavour in which the weaker pupils can participate satisfactorily. Every Latin examination should include at least one question relating to English words derived from Latin.

Roman Life

If the teacher does not constantly strive to give the pupils a clear conception of how the Romans lived and what they achieved, he is missing an opportunity to stimulate an interest in the study of Latin. A regular programme of instruction in the history, mythology, customs, thought, and material surroundings of the Romans should be planned in connection with the Latin course.

Projects

Project work should be handled intelligently and with a view to building up a classroom museum. Projects can do much to lend a classical atmosphere to the classroom in which Latin is taught. Three-dimensional projects will help to create this atmosphere. Usually a single project can be undertaken by an individual. Sometimes the project may take the form of the "enterprise" in which two or more pupils collaborate on a more comprehensive assignment. In either case the time spent on the actual making of projects should not infringe on the regular teaching periods although the completed projects may be explained before the class as a whole.

C.

The Three Year Course

GRADE 10

The following are minimum requirements to be covered in the approved texts.

Gateway to Latin, Book 2.

Latin for Secondary Schools, (Revised Edition), to the end of Lesson 28.

Living Latin, to the end of Lesson 23.

Latin for Canadian Schools, to the end of Lesson 34.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

In the first year of Latin emphasis should be laid upon the learning of vocabulary and paradigms, word study, Roman life, and translation from Latin to English. Too much should not be demanded at this stage in the way of translation from English to Latin and too large a proportion of the examination marks should not be allotted to this phase of the work.

GRADE 11

The following are the minimum requirements to be covered in the approved texts.

Gateway to Latin, Book 3.

Latin for Secondary Schools, (Revised Edition), to the end of Lesson 52.

Living Latin, to the end of Lesson 42.

Latin for Canadian Schools, to the end of Lesson 61.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

The work of this grade should commence with a rapid but thorough review of work covered in Grade 10. Continued attention should be paid to the learning of vocabulary and paradigms, word study, and Roman life, with more advanced work required in translation from Latin to English. If the year's requirement in the grammar text is finished early, the teacher may find time to use a class

reader. The easier selections in the Grade 12 Authors text are suitable for Grade 11 pupils. More emphasis should now be laid upon English to Latin translation.

GRADE 12

The following are the requirements to be covered in the approved texts.

Gateway to Latin, Book 4.

Latin for Secondary Schools, (Revised Edition), to the end of the text.

Living Latin, to the end of the text.

Latin for Canadian Schools, to the end of the text.

Teachers are reminded that it is not necessary to attempt all the sentences in the review exercises.

The work of this grade should commence with a rapid but thorough review of work covered in Grades 10 and 11. Translation from English to Latin will now occupy a greatly increased proportion of the pupils' time, with continued emphasis on word forms and vocabulary. Word study should not be neglected.

Teachers should begin the reading of Latin Authors early in the fall term; work in composition and grammar should be done concurrently with the work in authors.

GRADE 12 — LATIN AUTHORS

The prescription for Latin Authors will be found in the *Memorandum to Principals of Secondary Schools, Re Prescriptions for Grade 12 Latin and Greek*, issued in September of each year.

D.

The Four Year Course

With the inclusion of Latin among the optional subjects in Grade 9, first courses in Latin may be offered both in Grade 9 and in Grade 10. Most schools probably will prefer to begin the subject in Grade 10. It is also probable that Latin may be offered as an option in Grade 11 by some

smaller schools which do not provide Shop Work, Home Economics, or Commercial Work, and by some larger schools where a sufficient number of pupils wish to begin the subject in that grade.

In these schools it will be desirable to draw up a course of four years' duration from Grade 9-12 which will not be merely a breaking up of the present course from Grade 10-12 into four sections instead of three. In such course it is suggested that the work in Grade 9 place particular stress on word study and include relatively less vocabulary and grammar than the present Grade 10 course. The work in Grade 10 might be of a similar nature and be designed to care for the needs of pupils intending to enter the Senior Division and of those intending to leave school at the end of Grade 10.

The larger schools which offer a four-year course in Latin commencing in Grade 9 may choose to offer in addition a three-year course commencing in Grade 10. These schools will find it advisable to provide separate courses until the commencement of Grade 12 for the pupils who begin the subject in different grades. Such an arrangement, while it may be difficult to achieve in some cases, possesses several advantages. Pupils who begin Latin in Grade 9 will receive the benefits of longer experience with the subject and will be more likely to gain an interest in continuing their study in the Senior Division; and pupils who decide at the end of Grade 9 that they wish to begin the study of Latin will not be prevented from doing so.

In schools where Latin is begun in Grade 9 the following texts may be used.

Latin For Secondary Schools (Revised Edition), to the end of Lesson 10.

Living Latin, to the end of Lesson 14.

Latin For Canadian Schools, to the end of Lesson 14 or Lesson 21 depending on whether 3 or 4 periods per week are assigned.

In addition to the texts listed above, *Gateway to Latin*, Book 1, is an approved text in Grade 9. Classes using this test in Grade 9 will, in Grade 10, undertake the three-year course as already outlined in Section C.

GRADE 13

The Grade 13 course is a continuation of the work of the earlier grades. It leads to the Departmental examinations in which two papers are set, — Latin Authors and Sight Translation, and Latin Composition and Caesar. The requirements of the course are set out in some detail in the following pages. The grammatical content is outlined and a vocabulary guide made up of a basic word list and special lists for each of the annual cycles is provided.

LATIN AUTHORS AND SIGHT TRANSLATION

(1) The authors prescribed for the Grade 13 examination will be found in Circular 58 (Prescriptions) for the current year.

(2) SIGHT WORK forms an important part of the course. Teachers should endeavour to have the pupils read the prescribed authors at sight in the classroom in order to increase their ability to read and to comprehend. In handling difficult passages the teacher must use his own discretion as to the amount of assistance which he himself ought to give. The sound of the Latin should be stressed as often as time permits. It is inconceivable that the literary value of a Latin passage can be comprehended without proper attention to the sound of the Latin words when arranged in their correct thought-groupings. Teachers who complete the course early will find very useful the section on sight translation in *Latin Prose Selections for Grade XIII* (pages 187-217). In it both teaching suggestions and practice material for sight work are available.

(3) READING ALOUD should continue to be the practice in Grade 13 as in the earlier grades and should be undertaken initially by the teacher. Reading aloud by the pupils should normally follow the translation. Latin, especially Latin poetry, must be heard before its literary quality can be properly appreciated. If a passage of poetry is not read with reasonable assurance and accuracy, scanning becomes pointless and largely a waste of time.

(4) METRICAL READING of poetry should first be

done by the teacher and then imitated by the pupil. Constant attention, even in the earlier grades, to the quantity of vowels is an aid to good reading.

Pupils writing the Grade 13 examination in Latin Authors and Sight Translation may be given lines of Latin verse, and asked to mark the scansion, and name the metre. The metres that should be known for this purpose are the Dactylic Hexameter, the Elegiac, the Alcaic, and the Sapphic, or as many of these as occur in the prescribed cycle.

The scansion should be marked as follows:

Dactylic

Hexameter mōlī|rīqu(e) ār|c(em) ēt mānī|būs sūb|vōlvērē|sāxā
(line 382)

Elegiac ūd(i) ēt ā|mō quā|r(e) īd fāci|ām fōr|tāssē rē|quīrīs
*nēscīō|sēd fīē|rī||sēntī(o) ēt|ēcrūci|ōr (lines 729-30)

Alcaic pērmīttē dīvis cētērā qui sīmūl
strāvērē vēntōs aēquōrē fērvīdō
dēprōeliāntēs nēc cūprēssī
nēc vētērēs āgītāntūr ūrnī (lines 767-770)

Sapphic tū piās lāetīs änīmās rēpōnīs
sēdibūs vīrgāquē lēvēm cōērcēs
āurēā tūrbām sūpēris dēōrūm
grātūs ēt īmīs (lines 1444-1447)

It will be noted

- (a) that only in the cases of the Dactylic Hexameter and the Elegiac have the lines been divided into feet;
- (b) that caesuras have not been marked, although the division of the shorter line of the Elegiac couplet into two halves is clearly shown;
- (c) that syllables which are variable, namely those at the end of every line or those at the beginning of Alcaic lines have been marked with their correct quantities;
- (d) that the names of the metres begin with capital letters.

*—The final o of the first person singular of the verb is often considered short for purposes of scansion.

(5) The TRANSLATION PROCESS should be continuously stressed as an end in itself because an inflected language offers abundant opportunities for the exercise of judgment in determining relationships of words and shades of meaning. Reading for content alone cannot be considered as an end in itself since the content of Latin literature is largely available in English translations.

(6) LITERARY APPRECIATION is an important objective for the Grade 13 pupil. The reading of Latin Authors should involve more than a mere analysis of forms or an exercise in grammatical explanation. Grammatical questions should rarely be asked in the study of poetry. There is a place for such questions only when their answers will contribute to a more accurate understanding of the poetry.

In order to develop his appreciation of Latin literature a Grade 13 pupil will be expected to know the pertinent explanatory material of all the passages prescribed. For example, for the Caesar prescribed in Cycle I in *Latin Prose Selections for Grade XIII*, he should be able to answer questions based on the material given on pages 1 and 2, as well as on such notes as those for lines 2, 3, 8, 11, 14, 21, 41, 42, etc. Similarly, for the Cicero of Cycle I, he must know pages 29 to 33 and also such notes as those for lines 353, 377, 378, etc.

The pupil should be able to answer questions on STYLE. For example, in the case of writers of verse, the pupil should study, in addition to the notes given in the body of the text, the material printed on pages xvi to xxxii in *Latin Poetry Selections for Grade XIII*.

This material will also be found useful for appreciating the style of the writers of prose, and, in any case, should amplify the various notes on style found throughout *Latin Prose Selections for Grade XIII*. For example, Cicero's style can be studied by reference to the notes for lines 348, 350, 363, 367-8, 398, 491-2, 579-83, 623-4, etc.

The FACTUAL CONTENT of the prescribed reading must be so familiar to the student that he will be able to relate to its proper context any given passage.

LATIN COMPOSITION AND CAESAR

The courses of Grades 11 and 12 in grammar and composition will be continued. The grammatical content of the Grade 13 course is given below in a systematic arrangement for convenience of reference. The teacher is advised to follow the order outlined in the text he is using, being careful to refer each topic in his text to the Grammatical Content of the Grade 13 Course given below.

Special attention should be given to the writing of continuous prose which is to be considered an important part of the course in Latin Composition. Continuous prose must not be regarded as a mere succession of separate sentences. Pupils should be trained to write Latin periods in order to demonstrate the Romans' preference for complex sentences as contrasted with the English preference for a series of shorter statements. The development of a pupil's ability to write Latin prose will depend on the degree to which proper subordination of clauses and connection of sentences have been practised throughout the whole year.

Pupils will be expected to be able to translate English direct discourse of a not too complicated or difficult nature into indirect discourse in Latin. The indirect discourse in Latin will not be limited to indirect statements (accusative and infinitive), but will include as well indirect questions, indirect commands, and subordinate clauses in indirect discourse.

English passages selected for translation into continuous prose should reflect the vocabulary and style of the passage of Caesar which the pupil has studied. The vocabulary and idioms involved should be derived from the Basic Grade 13 Word List and from the additional words from the appropriate cycle of Caesar printed on pages 39-47 of this circular.

GRAMMATICAL CONTENT OF THE GRADE 13 COURSE

A. *Uses of Nouns, Pronouns, Adjectives.*

1. *Uses of Cases*

(I) *Nominative*

(a) *subject of a finite verb*

- (b) predicate nominative
- (c) subject of historical infinitive

(II) Genitive

- (a) possessive, including such expressions as *timidi est fugere* (genitive is not used with such expressions as *tuum est*)
- (b) subjective
- (c) objective, including objective with adjectives or with words indicating plenty or want
- (d) partitive, with particular emphasis on *minus, nemo, nihil, nimis, nullus, parum, paulum, plus, quantum, quid, quidquam, quisque, satis, tantum*
- (e) description, including such phrases as *eius modi, huius generis*
- (f) equivalence
- (g) with *causa, gratia*
- (h) with verbs
- (i) price

(III) Dative

- (a) indirect object
- (b) with special verbs
 - (It is advisable that the use of *impero* with the dative and the accusative be taken under this section and also the use of the dative of the person after *confido* and *difido*.)
- (c) with compound verbs
- (d) with adjectives
- (e) interest
- (f) possession (e.g., *mihi est ager.*)
- (g) purpose
- (h) double dative (e.g., *filia mihi magnae curae est.*)
- (i) reference (e.g., *Quintia formosa est multis.*)
- (k) agent

(IV) Accusative

- (a) direct object

- (b) with prepositions
- (c) subject of the infinitive in indirect statement
- (d) with verbs with implied reflexive meaning; e.g., *moveo, iungo*
- (e) predicate
- (f) with verbs governing two accusatives, e.g., *rogo, posco, flagito*
- (g) adverbial
- (h) inner object (neuter pronouns and objectives that define or modify the noun notion contained in the verb, e.g., *multa quaerebant.*)
- (i) expressions of place and space
 - 1. extent of space
 - 2. place to which (names of cities, etc)
 - 3. phrases like *ad Caesarem in Galliam*
 - 4. particular emphasis on motion, e.g., *se in silvas abdunt; in Santones perveniunt; sese in fugam dant.*
- (k) expressions of time
 - 1. duration of time
 - 2. phrases like *sub noctem, ad multam noctem*

(V) Vocative

(VI) Ablative

- (a) means, including special uses
 - 1. way by which
 - 2. with verbs, e.g., *utor, fruor, potior*
- (b) with prepositions
- (c) agent
- (d) manner
- (e) respect
- (f) description
- (g) comparison
- (h) measure of difference
- (i) cause
- (k) with adjectives, e.g., *dignus, indignus, contentus*

- (l) separation
- (m) accompaniment
- (n) attendant circumstance
- (o) ablative absolute, with causal, circumstantial, concessive, conditional, temporal force (N.B. See also under Particles.)
- (p) expressions of place and space
 - 1. place from which (names of cities, etc.)
 - 2. local ablatives, including expressions like *terra marique*
 - 3. phrases like *longe abest ab oppido, in urbe Roma, a latere, a novissimo agmine, a Caesare ex Gallia*
- (q) expressions of time
 - 1. time when
 - 2. time within which
 - 3. phrases like *ab hora septima ad vesperum, a meridie ad solis occasum.*

(VII) Locative

- (a) with names of cities, towns, small islands and *domus*.
 - 2. Apposition
 - 3. Pronouns
- (I) The regular uses of the personal, relative, interrogative, demonstrative, reflexive, emphatic (intensive) and indefinite pronouns with the adjectival equivalents. (*quisquam, ullus; quis; aliquis, nonnulli; alius; alter*, including the meaning 'a second'; *reliquus, ceteri; quisque, uterque; quidam, uter, neuter.*)

(II) the four pairs of correlatives:

- (a) *idem—qui*
- (b) *tantus—quantus*
- (c) *talis—qualis*
- (d) *tot—quot*

4. Adjectives

- (I) modifying nouns
- (II) substantive use, e.g., *nostri, nostra; sui, sua; boni, bona; pauperes; mali, mala*
- (III) adjectives that do NOT take the partitive genitive, e.g., *ceteri, extremus, imus or infimus, medius, novissimus, omnis, reliquus, summus, totus*
- (IV) special meanings of comparative and superlative e.g., *paratiōr* “better prepared”; *altius aedificium* “a rather high building”; *difficillimus*, “exceedingly difficult”
- (V) the nine irregular adjectives of the first and second declensions: *unus, nullus, ullus, solus, neuter, alter, uter, totus, alius*
- (VI) use of *quam*
 1. with comparative
 2. with superlative
- (VII) idiomatic use of *primus, solus, ultimus, unus*, e.g., *primus venit* “he was the first to come”
- (VIII) Translation of an English proper noun that is modified by an adjective, e.g., *Scipio vir fortissimus* “the very brave Scipio”

B. *Uses of Verbs.*

1. Uses of Indicative Mood

- (I) distinction between primary and secondary tenses
- (II) in main clauses describing facts or making statements
- (III) in main clauses asking questions, including alternative questions (Direct Questions)
- (IV) special tense usages, e.g., with *iam* with present or imperfect; perfect denoting a present state.
- (V) in relative clauses (but see also uses of Subjunctive Mood)
- (VI) in causal clauses, e.g., with *quod, quia, quoniam*, and sometimes *ut* (*quod* meaning “as to the fact that”, “the fact that”, also requires the indicative)
- (VII) in concessive clauses with *quamquam, etsi, tametsi*

(VIII) in conditional sentences

- (a) simple
- (b) future more vivid
- (c) general
- (d) with *nisi, si non, sin, sive—sive, seu—seu*
- (e) note conditional sentences where “if” clause is in indicative but main clause is in imperative or independent subjunctive

(IX) in temporal clauses

- (a) with *cum* referring to future time
- (b) with *cum* meaning “whenever”
- (c) with *cum* with relative force, often preceded by *igitur* or *eo tempore*
- (d) with *ubi, ut, cum primum, simul atque, postquam, antequam, priusquam* (including tmesis of these latter two and their use to translate “not until”)
- (e) with *dum, quoad* meaning “until”
- (f) with *dum, quoad, quamdiu* meaning “while” in the sense “as long as”, “the time that”
- (g) with *dum* meaning “while” in the sense “within the time that”

(X) in clauses of comparison introduced by *ut, sicuti*

2. Uses of Imperative Mood

- (I) positive orders in the second person
- (II) negative orders (prohibitions) in the second person using *noli, nolite* and the complementary infinitive
- (III) irregular forms to be noted: *dic, duc, fac, fer, fert*
- (IV) in main clauses of certain types of conditional sentences (e.g., future more vivid, present simple)

3. Uses of Subjunctive Mood

- (I) distinction between primary and secondary tenses
- (II) in main clauses
 - (a) hortatory
 - (b) jussive

- (c) deliberative
- (d) optative
- (e) of conditional sentences (see also under conditional clauses)
 - 1. present untrue
 - 2. future less vivid
 - 3. past untrue
- (f) potential
- (g) note use of *ne* in negative, hortatory, jussive, optative clauses

(III) rule of the sequence of tenses

(IV) in indirect questions

- (a) introduced by an interrogative word, including *-ne, num*
- (b) alternative indirect questions (limited to the *utrum—an* combination)
- (c) deliberative
- (d) to translate English nouns, e.g., *rogavit quot essent hostes* “he asked the number of the enemy”; *cognovit quae facturi essent* “he discovered their intentions”

(V) in indirect commands

- (a) verbs regularly followed by indirect command: *impero tibi, interdico tibi, mando tibi, persuadeo tibi, praecipio tibi, peto a te, postulo a te, hortor te, cohortor te, moneo te, obsecro te, oro te, rogo te*
- (b) verbs often followed by indirect command, e.g., *tibi nuntio, tibi pronuntio, tibi scribo*
- (c) note English verbs such as *tell, advise, warn, ask*, that are often followed by indirect command but may also be followed by other constructions, e.g., indirect statement, indirect question.
- (d) caution against using indirect command after *iubeo, veto.*
- (e) use of *neve, neu*

(f) use of *ne quis*, *ne quid*, *ne qui* (adj.), *ne umquam*

(g) omission of *ut* (but the retention of *ne* for the negative) in indirect commands in passages of indirect discourse

(VI) in purpose clauses

(a) introduced by *ut*, *ne*, *quo*, *neve* or *neu*

(b) introduced by *qui* (relative clause of purpose)

(c) use of *ne quis*, *ne quid*, *ne qui* (adj.) *ne umquam*

(d) clauses of anticipation or prevention, introduced by *antequam* or *priusquam*, are a variety of purpose clause

(e) *dum*, meaning “until”, can introduce a clause of anticipation, i.e., really a purpose clause

(VII) in result clauses

(a) introduced by *ut*, or *ut non*

(b) use of *neque*

(c) use of *ut nemo*, *ut nihil*, *ut nullus*, *ut numquam*

(d) with the verbs of happening: *accidit*, *evenit*, *efficitur*, *fore* or *futurum esse*

(e) use to translate English phrases introduced by word “without”

(f) relative clauses of characteristic

1. ordinary, including such expressions as *is sum qui*, *sunt qui*

2. with *quān*

3. with *dignus*, *indignus*, *idoneus*

4. following a comparative with *quam*

(VIII) with verbs and expressions of fearing

(a) introduced by *ne*, *ne non*, *ut*

(b) fearing for present and future

(c) fearing for the past

(IX) in temporal clauses

(a) with *cum* meaning “when” in past time

- (b) with *antequam*, *priusquam*, *dum* (see above under purpose clauses)
- (X) in causal clauses; clauses of reason
 - (a) with *cum* meaning "since", "seeing that", "as"
 - (b) with *quod*, *quia*, *quoniam* (meaning "on the ground that") to introduce a quoted reason
 - (c) with *qui*, relative clause of reason
 - (d) with *non quod*, *non quo* to introduce a clause of rejected reason
- (XI) in conditional clauses
 - (a) future less vivid
 - (b) present untrue
 - (c) past untrue
 - (d) mixed untrue
 - (e) uses of *nisi*, *si non*, *sin*, *sive—sive*, *seu—seu*
- (XII) in clauses of concession
 - (a) with *cum* meaning "although"
 - (b) with *etsi*, *etiamsi*, according to the rules laid down in conditional clauses
 - (c) note use of a concessive clause to translate the English "instead of"
- (XIII) in clauses of proviso
 - (a) with *dum*, *modo*, *dummodo*
 - (b) note use of negative *ne*
- (XIV) in clauses of comparison introduced by *quasi*
- (XV) in subordinate clauses in indirect discourse
 - (a) conditional clauses in indirect discourse should be limited to simple present, simple past, future more vivid, future less vivid.
 - (b) subordinate clauses in virtual indirect discourse use the subjunctive mood, e.g., *Caesar Haeduos frumentum, quod essent publice polliciti, flagitare*
Caesar sese suo loco continet si forte timoris

simulatione hostes in suum locum elicere posset ut etc.

- (XVI) with verbs of preventing, hindering, and doubting
- (a) caution against use of subjunctive with *dubito* meaning “hesitate”, and with *prohibeo*
 - (b) note use of *fieri non potest quin*, *facere non possum quin*

4. Uses of the Infinitive

(I) complementary

- (a) note use with *iubeo*, *veto*, *desisto*, *desino* (meaning “cease”), *prohibeo*, *dubito* (meaning “hesitate”), *nolo* (meaning “refuse”), *scio* (meaning “know how”), and with verbs of fearing which are followed by an infinitive in English
- (b) caution against using perfect infinitives in translating expressions such as “I ought to have done it”, “I could have seen it”

(II) as verbal noun (in nominative case): *videre est credere*

(III) with an accompanying accusative to form a clause which serves as the predicate of the verb *esse*: *non aequum est agros nostros vastari* “it is not right for our fields to be laid waste”

(IV) in indirect statements

- (a) accusative with infinitive
- (b) nominative with infinitive when introductory verb is a personal passive such as *videtur* (but, when the introductory verb is in the perfect tense, the impersonal construction is preferred)
- (c) use of *nego* for *dico non*
- (d) use of future infinitive after verbs meaning “hope”, “promise”, “swear”
- (e) methods of translating a future infinitive passive
 - 1. supine in *-um* plus *iri*

2. *fore ut (futurum esse ut)* construction
(N.B. *posse* has the force of both a present and a future infinitive.)

5. Uses of Verbal Nouns (gerund, supine)

- (I) the Latin gerund is replaced by the infinitive in the nominative case
- (II) the uses of the gerund in the genitive, accusative, and ablative cases
- (III) the use of the accusative supine
- (IV) the use of the ablative supine

6. Uses of Verbal Adjectives (participles, gerundive)

- (I) time relationships
 - (a) present participle active denoting same time as that of the main verb
 - (b) perfect participle passive denoting time before that of the main verb
 - (c) perfect participle active (i.e., of deponents) usually denoting time before that of the main verb
 - (d) perfect participle active (i.e., of deponents) sometimes seeming to denote same time as that of the main verb, e.g., *arbitratus, veritus, confisus, diffisus, suspicatus, usus*
- (II) attributive uses
 - (a) as a noun, e.g., *amantes*, "lovers"
clamor pugnantium, "the shouts of the combatants"
factum, "deed"
 - (b) as an adjective
 - (c) *ante urbem conditam* "before the founding of the city"
- (III) circumstantial uses, as the equivalents of English clauses
 - (a) with temporal force, e.g., *Caesar eos iter explorantes cepit*, "Caesar captured them while

- they were reconnoitring the route”
- (b) with relative force, e.g., *Caesar iter explorantes cepit* “Caesar captured those who were reconnoitring the route”
 - (c) with causal force, e.g., *vulneratus luget* “he grieves because he is wounded”
 - (d) with conditional force, e.g., *vulneratus cadet* “if he is wounded, he will fall”
 - (e) with concessive force, e.g., *vulneratus fortiter pugnat* “although he is wounded, he fights bravely”
- (IV) uses of participles in the ablative absolute construction
- (a) a noun (or pronoun) plus perfect participle passive
 - (b) a noun (pronoun) plus perfect participle of a deponent verb
 - (c) a noun (or pronoun) plus present participle active
 - (d) a noun (or pronoun) plus another noun or adjective
- (N.B.: The English equivalent for an ablative absolute is generally a clause with temporal, causal, conditional, or concessive force, or else a phrase introduced by “without”.)
- (V) uses of future participle active
- (VI) gerundive (virtually a future participle passive)
- (a) with *causa* and *gratia* to express purpose
 - (b) with *curo*, *do*, *trado*
 - (c) with *mei*, *tui*, *nostri*, *vestri*, *sui*
 - (d) combined with *sum* (passive periphrastic) to express duty, obligation, necessity.
- Note
1. use of dative of agent
 2. impersonal use of passive periphrastic with intransitive verb

7. Personal and Impersonal Uses of Verbs

- (I) the following impersonal verbs: *accidit, evenit, efficitur, licet, necesse est, oportet, praestat*
- (II) impersonal passives of
 - (a) verbs which are intransitive in both Latin and English, e.g., *ventum est*
 - (b) verbs which, although transitive in English, do not govern an accusative case in Latin, e.g., *resistere, parcere*
- (III) personal use in Latin of some verbs which are often impersonal in English, e.g., *videor, dicor*

C. Special Note

The teacher is expected to place special emphasis on the translation of "and" with negatives.

e.g., and not — *neque*
and never — *neque umquam*
and no one — *neque quisquam*
and nothing — *neque quidquam*
and no (adj.) — *neque ullus*

D. Continuous Latin Prose.

Careful attention should be paid to the stylistic devices employed by Caesar.

VOCABULARY GUIDE

for use in Latin Composition classes in Grade 13

By the end of Grade 13, the pupil is expected to have acquired as working vocabulary the words which appear in the following Basic Grade 13 Word List. Each word appears in the list for at least one of the following reasons:

- (a) it is common to the vocabulary of at least two of the texts approved for Grades 9, 10, 11 and 12 in the secondary schools of Ontario;
- (b) it has a reasonable frequency in the Grade 12 Latin Authors (i.e. it occurs more than once);
- (c) it occurs in a Grade 13 Latin Composition text in order to illustrate a specific point of syntax.

The Grade 13 pupil will be expected to acquire, in addition to this list, a working knowledge of words which occur with reasonable frequency * in the currently prescribed Caesar in "Latin Prose Selections". The additional words which the pupil is expected to know in each cycle of Caesar are printed on pages 39 to 46 of this circular. Since the prescription in prose authors differs in each of any three successive years, it follows that the required working vocabulary for the examination in Latin Composition will differ somewhat from year to year. To sum up, the Grade 13 examination in Latin Composition will require a working knowledge of BOTH the Basic Grade 13 Word List AND the pertinent list of additional words.

It will be observed that this statement regarding vocabulary applies only to translation from English to Latin.

*Some words in the list occur but once in the prescribed cycle of Caesar but have a high overall frequency in Caesar.

BASIC GRADE 13 WORD LIST

NUMERALS

*Cardinal numerals, 1-30, 100, 200, 300, 1,000;
ordinal numerals, 1-10*

VERBS

CONJ. 1

administro	flagito	porto
amo	fugo	postulo
appello	habito	praesto; praestat
appropinquo	hiemo	precor
arbitror	hortor	probo
armo	impero	pronuntio
celo	impetro	pugno
clamo	insto	puto
cogito	iudico	revoco
cohortor	iuro	rogo
colloco	iuvo	saluto
comporto	laboro	servo
concito	laudo	specto
confirmo	libero	spero
conor	mando	spolio
convoco	maturo	sto
creo	minor	supero
curo	miror	suspicor
demonstro	moror	transporto
despero	nego	vagor
do	nuntio	vasto
dubito	obsecro	veto
excito	occupo	voco
existimo	oppugno	volo
exploro	oro	vulnero
exspecto	paro	

CONJ. 2

audeo	maneo	respondeo
augeo	moneo	retineo
careo	moveo	soleo
compleo	noceo	studeo
contineo	obsideo	suadeo
debeo	obtineo	sustineo
deleo	pareo	teneo
doceo	persuadeo	terreo
faveo	perterreo	timeo
gaudeo	pertineo	tueor
habeo	placeo	valeo; vale
haereo	polliceor	vereor
invideo	prohibeo	video
iubeo	removeo	

CONJ. 3 A

abdo	committo	credo
accedo	confido	curro
accido; accidit	coniungo	decerno
adduco	conscribo	dedo
ago	consequor	deduco
amitto	consido	defendo
animadverto	consisto	deligo
ascendo	constituo	demitto
averto	consuesco	depono
cado	consulo	desino
cedo	consumo	desisto
claudio	contemno	dico
cognosco	contendo	diffido
cogo	converto	dimitto

discedo	mitto	quaero
disco	nanciscor	reddo
dispono	neglego	reduco
distribuo	nitor	relinquo
divido	obliviscor	reminiscor
duco	occido, ere,	remitto
educo	cidi, casum	resisto
emitto	occido, ere,	restituo
excedo	cidi, cisum	revertor
expello	occurro	rumpo
fallo	opprimo	scribo
frango	ostendo	sequor
fruor	parco	solvo
gero	pello	statuo
ignosco	perdo	tango
incendo	permitto	tollo
insequor	peto	trado
instituo	pono	traduco
instruo	posco	traho
intellego	praemitto	ulciscor
intercludo	premo	utor
interdico	procedo	verto
intermitto	proficiscor	vinco
iungo	propello	
loquor	propono	

CONJ. 3 B

abicio	conficio	deficio
accipio	conicio	deicio
aggredior	conspicio	despicio
capiro	cupio	efficio; efficitur

egredior	inicio	praeficio
facio	interficio	progredior
fugio	morior	recipio
iacio	patior	reficio
incipio	perfugio	suscipio
ingredior	praecipio	

CONJ. 4

adorior	impedio	potior
aperio	invenio	punio
audio	munio	scio
circumvenio	nescio	sentio
convenio	orior	venio
evenio; evenit	pervenio	

IRREGULAR

abeo	exo	nolo
absum	fero	oportet
adeo	fio	possum
adsum	ineo	praesum
affero (adfero)	infero	redeo
aufero	inquam, inquit	refero
coepi	inquiunt	sum
confero	licet	transeo
desum	malo	volo
eo	memini	

NOUNS

1ST DECL.

agricola (m)	audacia	copia
amicitia	causa	cura
aqua	controversia	custodia

diligentia	insidiae	provincia
fama	insula	prudentia
filia	invidia	puella
fortuna	Italia	pugna
fossa	lacrima	ripa
fuga	litterae	Roma
Gallia	matrona	sagitta
Germania	memoria	sententia
gloria	mora	silva
gratia	natura	terra
hasta	opera	via
Hispania	patria	victoria
hora	pecunia	vigilia
incola (m)	poena	vida
iniuria	porta	
inopia	praeda	

2ND DECL.

MASCULINE

ager	finitimi	murus
amicus	Gallus	numerus
animus	Germanus	nuntius
annus	gladius	populus
boni	legatus	puer
campus	liber	servus
captivus	liberi	socius
carrus	locus	tribunus
deus	magister	victi
equus	mali	vir
filius	modus	vulnerati

2ND DECL.

NEUT.

aedificium	forum	praemium
arma	frumentum	praesidium
aurum	hiberna	praeterita
auxilium	impedimenta	premium
bellum	imperium	proelium
beneficium	incommodum	regnum
bona	initium	saxum
castellum	iugum	scutum
castra	iumentum	signum
colloquium	loca	spatium
concilium	malum	studium
consilium	negotium	subsidiump
dictum	officium	telum
donum	oppidum	tergum
factum	osculum	vallum
ferrum	periculum	verbum
	pilum	vinum

3RD DECL.

MASC.

adulescens	eques	obses
amantes	explorator	omnes
amor	finis	ordo
auctor	frater	pastor
bos	fugientes	pater
canis	homo	pauperes
centurio	hostis	pedes
civis	ignis	pes
clamor	imperator	pons
collis	iuvenis	praetor
consul	labor	princeps
dictator	mens	rex
dolor	miles	terror
dux	mons	testis
	mos	timor

3RD DECL.

FEM.

aestas	eruptio	occasio
aetas	facultas	oppugnatio
ars	fames	oratio
auctoritas	fides	pars
caedes	gens	pax
calamitas	hiems	potestas
celeritas	laus	preces
civitas	legio	quies
clades	lex	ratio
classis	liberalitas	regio
cohors	libertas	salus
commutatio	lux	soror
condicio	magnitudo	urbs
coniunx	mater	uxor
consuetudo	mors	vires
cupiditas	mulier	virgo
deditio	multitudo	virtus
defectio	munitio	vis
difficultas	navis	voluntas
dignitas	nox	vox

3RD DECL.

NEUT.

agmen	iter	onus
animal	ius	opus
caput	latus	os, oris
certamen	litus	plus
corpus	mare	scelus
flumen	milia	tempus
foedus	moenia	vectigal
genus	nomen	ver
	omnia	vulnus

4TH DECL.

adventus	exercitus	passus
casus	exitus	portus
conspectus	impetus	reditus
discessus	luctus	senatus
domus (<i>f</i>)	manus (<i>f</i>)	usus
equitatus	metus	cornu (<i>n</i>)

5TH DECL.

acies	fides	res
dies (<i>m</i>)	meridies (<i>m</i>)	spes

ADJECTIVES

1ST AND 2ND DECL.

aeger	cupidus	inimicus
aequus	dexter	iniquus
alienus	dignus	integer
alius	expeditus	invitus
alter	extremus	latus
altus	falsus	liber
amicus	finitimus	longus
apertus	firmus	magnus
aptus	fretus	malus
barbarus	frumentarius	maximus
bonus	gratus	medius
carus	idoneus	meus
certus	impeditus	minimus
ceteri	imperitus	miser
clarus	imus	multus
confertus	incognitus	neuter
creber	indignus	nonnulli

noster	plurimus	supremus
notus	posterus	suus
novus	primus	tantus
nullus	proximus	totus
oblitus	publicus	tutus
occupatus	pulcher	tuus
optimus	quantus	ullus
paratus	reliquus	ultimus
parvus	repentinus	unus
pauci	Romanus	uter
periculosus	sacer	verus
peritus	sinister	vester
perpetuus	solus	vivus
plenus	summus	

3RD DECL.

acer	gravis	patiens
audax	immemor	plures
brevis	incolumis	potens
celer	incredibilis	praesens
communis	ingens	prior
complures	inopinans	propior
difficilis	interior	prudens
diligens	inutilis	qualis
dissimilis	levis	sapiens
equeſter	memor	similis
exterior	militaris	superior
facilis	minus	talis
familiaris	nobilis	ulterior
fidelis	omnis	utilis
fortis	par	

MISCELLANEOUS

a, ab	cum primum	idem
ac	cur	igitur
acriter	de	ille
ad	diu	illic
adeo (<i>adv.</i>)	dum	illinc
aegre	dummodo	illuc
aliqui (<i>adj.</i>)	e, ex	improviso
aliquis (<i>pron.</i>)	ego	in
amplius	enim	inde
an	eo (<i>adv.</i>)	iniussu
ante	et; et—et	inter
antea	etiam	interea
antequam	etsi	interim
apud	extra	intra
at	facile	ipse
atque	fere	is
audacter	ferme	iste
aut; aut—aut	fortiter	ita
autem	frustra	itaque
bene	graviter	late
celeriter	heri	longe
certe	hic (<i>pron.</i>)	magis
circiter	hic (<i>adv.</i>)	magnopere
circum	hinc	male
citra	hodie	maxime
confestim	huc	minime
contra	iam	modo
cotidie	iamdiu	mox
cum (<i>prep.</i>)	iam pridem	multo
cum (<i>conj.</i>)	ibi	multum

nam	postridie	quis (<i>interrog.</i>)
ne	praeter	<i>pron.</i>)
ne—quidem	praeterea	quis (<i>indef.</i>)
-ne	pridie	<i>pron.</i>)
necesse	primo	quisquam
nemo	primum	quisque
neque, nec	quam—primum	quo (<i>adv.</i>)
neu, neve	priusquam	quoad
nihil	privatim	quod (<i>conj.</i>)
nihilo	pro	quominus
nimis	procul	quomodo <i>or</i>
nisi	prope, proprius,	quo modo
non	proxime	quoniam
nondum	propter	quoque
nonne	quam	quot
nos	quamdiu <i>or</i>	quoties
num	quam diu	rursus
numquam	quamquam	saepe
nunc	quando	sane
ob	quare	satis
obviam	quasi	se
olim	-que	sed
optime	qui (<i>rel. pron.</i>)	semper
parum	qui (<i>interrog.</i>)	seu, sive
paulo	<i>adj.</i>)	si
paulum	qui (<i>indef. adj.</i>)	sic
per	quia	sicut, sicuti
post	quidam	simul
postea	quidem	simul atque
postquam	quin	<i>or ac</i>
posteaquam	quindecim	sine

sive, seu	tandem	unde
solum (<i>adv.</i>)	tot	undique
statim	totiens	ut
sub	trans	uterque
subito	tu	utinam
super	tum	utrum
tam	ubi	vero
tamen	ultra	vix
tametsi	umquam	vos

ADDITIONAL WORDS FOR CYCLE I

VERBS	<i>Conj. 3 A</i>	<i>Irregular</i>
<i>Conj. 1</i>		
accuso	alo	praetereo
commemoro	concedo	
comparo	conquiro	
condono	fluo	NOUNS
enuntio	lacesto	
iacto	prodo	
ignoro	queror	
populor	subduco	
renuntio	succedo	<i>1st Decl.</i>
tempto	sumo	
vito		iustitia
		tabula
<i>Conj. 2</i>	<i>Conj. 3 B</i>	
adhibeo	adficio (afficio)	
commoveo	eripio	
fleo	obicio	
pateo	proicio	
taceo	subicio	
	<i>Conj. 4</i>	
	metior	<i>Neuter</i>
	reperio	intervallum
		solum
		supplicium
		triduum

<u>3rd Decl.</u>	conventus	<u>3rd Decl.</u>
<u>Masculine</u>	ictus	immortalis
maiores	magistratus	insignis
senex		vetus
<u>Feminine</u>		
legatio	ADJECTIVES	
phalanx	<u>1st & 2nd Decl.</u>	<u>MISCELLANEOUS</u>
plebs	cotidianus	item
ratis	defessus	omnino
suspicio	egregius	praesertim
<u>Neuter</u>		
frigus	improbus	propterea
<u>4th Decl.</u>		
<u>Masculine</u>	necessarius	quisquis
circuitus	nudus	separatim
	propinquus	
	quingenti	

ADDITIONAL WORDS FOR CYCLE II

<u>VERBS</u>	<u>Conj. 2</u>	
<u>Conj. 1</u>		
admiror	ardeo	desero
comparo	exerceo	exsisto
conclamo	permoveo	extinguo
concurso	provideo	impello
damno		perago
miseror		procurro
perturbo		subduco
placo	<u>Conj. 3 A</u>	subsequor
populor	adipiscor (adeptus)	
propero	arcesso	
verso	colloquor	<u>Conj. 3 B</u>
vito	comprehendo	adficio (afficio)
	concurro	effugio
	conduco	perspicio
	conscendo	
	deprehendo	<u>Conj. 4</u>
		consentio

<u>Irregular</u>		<u>ADJECTIVES</u>
antefero	<u>3rd Decl.</u>	<u>1st & 2nd Decl.</u>
defero	<u>Masculine</u>	
perfero	exsul	angustus
intereo	orbis	armatus
obeo	sermo	asper
<u>NOUNS</u>	<u>Feminine</u>	cotidianus
	coniuratio	durus
<u>1st Decl.</u>	disputatio	egregius
<u>Feminine</u>	dissensio	inferus
culpa	legatio	nefarious
	obsidio	nocturnus
<u>2nd Decl.</u>	palus	opportunus
<u>Masculine</u>	pietas	universus
rivus	profectio	<u>3rd Decl.</u>
	simulatio	mediocris
	suspicio	turpis
	turris (i-stem)	vehemens
	vallis (i-stem)	
<u>Neuter</u>	<u>4th Decl.</u>	<u>MISCELLANEOUS</u>
hospitium	<u>Masculine</u>	paulatim
iudicium	concursum	plerumque
meritum	cruciatus	postremo
testimonium	fremitus	praesertim
	tumultus	quicumque
		ultra

ADDITIONAL WORDS FOR CYCLE III

<u>VERBS</u>	deturbo	recupero
<u>Conj. 1</u>	expugno	sollicito
accelero	frumentor	tempto
comparo	ignoro	tolero
	perturbo	verso

<u>Conj. 2</u>	<u>Irregular</u>	contentio
adhibeo	intereo	opes (pl.)
censeo	offerо	servitus
exerceo	praetereo	turris (i-stem)
expleo	prof ero	
fleo		
pateo		
recenseo	NOUNS	
<u>Conj. 3 A</u>	<u>1st Decl.</u>	<u>Neuter</u>
addo	<u>Feminine</u>	ius iurandum
cingo	contumelia	pecus
comprehendo	fiducia	
concurro		
contego	<u>2nd Decl.</u>	<u>4th Decl.</u>
incumbo	<u>Neuter</u>	<u>Masculine</u>
omitto	exemplum	aditus
persequor	hospitium	ascensus
prodo	meritum	circuitus
produco	otium	cruciatus
repello	silentium	peditatus
submitto	tectum	
succedo		
succurro	<u>3rd Decl.</u>	<u>AJECTIVES</u>
<u>Conj. 3 B</u>	<u>Masculine</u>	
intericio	agger	dubius
perficio	sol	exiguus
perspiccio		maestus
proicio	<u>Feminine</u>	necessarius
subocio	al titudo	nefarius
traicio	arx	nocturnus
	contemptio	opportunus
		pristinus
		propinquus
		rarus
		universus

varius

3rd Decl.

campester
frequens
mediocris
pedester
turpis

MISCELLANEOUS

bis
noctu
paene
paulatim
plerumque
postremo
ultra
usque
vehementer

PHRASES

abeo ab	excedo ex
a cornu	ex consuetudine
a dextro	exeo ex
ad multam noctem	ex omnibus partibus
ago cum	facultatem do <i>(with gen.)</i>
a latere	finem facio <i>(with gen.)</i>
alii—alii	gratias ago <i>(with dat.)</i>
alius—alius	idem qui
alter—alter	idoneus ad
animos confirmo	impetum facio <i>(with acc.)</i>
aptus ad	in fugam do
apud me	in itinere
arma capio	initium facio <i>(with gen.)</i>
arma depono	in omnes partes
a tergo	inutilis ad
auxilium (subsidiump)	iter facio
fero <i>(with dat.)</i>	latus apertum
bellum gero	magister equitum
bellum infero <i>(with dat.)</i>	magnis itineribus
bellum paro	me abdo
castra pono	mea sententia
certior fio (de)	me dedo
certiorem facio (de)	media nox
communi consilio	me fugae mando
consilium capio	me iungo (coniungo) <i>(with dat. or with cum and abl.)</i>
diem dico (constituo)	
de improviso	
despero de	
discedo ab	
egredior ex	

memoriam depono <i>(with gen.)</i>	primum agmen
memoriam retineo <i>(with gen.)</i>	primum ver
me moveo	proelium committo
me recipio	proelium facio
me ref ero	pugnatum est
me trad o	pugno cum
me vert o (converto)	qua de causa
more Romano	quam ob rem
multis de causis	quam primum
navem ascend o	quanto (quo)— tanto (eo)
navem (naves) solvo	relatum est
navi (e navi)	renuntiatum est
egredior	res adversae
navis longa	res frumentaria
neque—neque	res gesta
non modo (solum)— sed etiam	res militaris
novissimum agmen	responsum est
nuntiatum est	res publica
occupatus in	res secundae
operam do	sub lucem
orationem habeo	sub noctem
orbis terrarum	summus mons
paratus ad	sum par (<i>with dat.</i>)
patres conscripti	talis—qualis
pedem ref ero	tantus—quantus
pervenio ad	terga vert o
perventum est	terra marique
poenam (poenas) do	testudinem faciunt
populus Romanus	tot—quot
prima lux	una ex parte
	utilis ad

ADDITIONAL PHRASES FOR CYCLE I

animos aверто	memoria (<i>abl.</i>) teneo
bellum suscipio	multo die
calamitatem infero (with <i>dat.</i>)	omnium rerum inopia
commutatio rerum	plurimum valeo
de tertia vigilia	prima nox
diem ex die duco	pro scelere ulciscor
dolorem capio	plus possum
equo admisso	re frumentaria
existimatio vulgi	intercludi
hostes in deditioнem	res novae
accipio	sub iugum mitto
in colle medio	sub monte
in hostium numero	suo sumptu
habeo	triplex acies
in praesentia	timore perterritus
in reliquum tempus	tres partes copiarum
iter per vim temptare	victoria (<i>abl.</i>) glorior vulneribus defessus

ADDITIONAL PHRASES FOR CYCLE II

ab loco discedo	consurgitur ex
ab signis discedo	consilio
acriter resistitur	cum cruciatu necari
ad consilium rem	decimus quisque
defero	de communi re dico
ad hunc modum	de loco contendō
aequo animo fero	de recuperanda
auctore hoste	communi libertate
coactu civitatis	consilium
concilium perago	eruptionem facio
	existimatio omnium

gladium educo	mea voluntate
in adversum os vulnero	me meo loco contineo
in celeritate salus posita est	nobis temere agendum est
in dies	officium praesto
in ipso negotio	re desperata
in orbem consistere	rem in periculum deduco
in praesentia	sub vesperum
iniquo loco	summa cum laude
iussu (iniussu) Caesaris	timoris simulatione
loco natus honesto	tutum iter do
mea sponte	unum omnes sentiunt

ADDITIONAL PHRASES FOR CYCLE III

ad omnes casus	rationem habeo <i>(with gen.)</i>
ad solis occasum	ratione inita
ad unum	re impetrata
aequo animo	re infecta
bellum suscipio	rem in controversiam deduco
capitis pena	rem suffragiis permitto
civium loco habeo	res familiaris
de media nocte	sententiam dico
desperata re	signum infero
in acie dimico	summa imperi(i)
in vicem	summa vi ab utrisque contenditur
occidens sol	turma equitum
oriens sol	uno die intermisso
praefectus equitum	
proelio decreto	

GREEK

The study of Greek should not only impart a knowledge of the language and literature but it should also result in a more intelligent understanding of the contribution of Greece to the civilized world.

The principles which have been outlined with respect to the study of Latin apply in the main to the study of Greek. The reading of Greek should be begun at an early stage, and the selections to be read should increase in difficulty as the pupil acquires a wider knowledge of the language.

White's *First Greek Book* furnishes adequate material for forms, constructions, and exercises and for simple continuous translation. For a two-year course 40 lessons should be covered in Grade 11 and the remainder in Grade 12. Nairn's *Greek Through Reading* is also on the approved list for the use of those teachers who find its method of approach suitable for their classes.

The reading of prescribed authors should be commenced early in Grade 12. A list of the selections and texts is contained in a *Memorandum for Principals of Secondary Schools, Re Prescriptions for Grade 12 Latin and Greek*, issued in September of each year.

Sections from the text in use which are not prescribed for the current year provide suitable material for sight reading.

GRADE 13 GREEK AUTHORS

The Authors prescribed for the Grade 13 examination will be found in Circular 58, Prescriptions, for the current year.

Practice should be given in the sight translation of prose passages.

In connection with the reading of Homer a knowledge of the metre (Dactylic Hexameter) will be required.

GREEK COMPOSITION

The course in syntax of Grades 11, 12 continued. A review of forms, especially those of the more difficult verbs, is desirable.

A knowledge of the basic vocabulary of the course for Grades 11 and 12 is assumed, together with the more common words of the prescribed Authors.

